

**Course Syllabus**  
 Department of Counseling, Special Education, and Educational Psychology  
 College of Education, University of Texas at El Paso



I	Course Number	SPED 3340 (31549)
II	Title	Teaching Students with Low Incidence Disabilities
III	Credit Hours	3 credit hours
IV	Semester	Summer 2023
V	Course Dates/Times	June 12 <sup>th</sup> – July 7 <sup>th</sup>  Tuesdays and Thursdays from 5:00pm-7:30pm
VI	Course Location/Modality	Bell Hall 130A
VII	Instructor	Katherine Wellborn
VIII	Instructor Contact Information	<a href="mailto:kwellborn@utep.edu">kwellborn@utep.edu</a> 915 820-3792
IX	Required Field-Based Experience Hours	Three hours of field-based experience observing the instruction of students with low incidence disabilities in EC-12 public school settings are required.
X.	Office Hours	Tuesday 4:00 pm-5:00pm Thursday 4:00pm-5:00pm Or as needed.
XI.	Course Description	This course focuses on high leverage practices for effective instruction for students with low incidence disabilities, including strategies and interventions related to academic, behavioral, functional, and self-determination skills. Addresses techniques for planning, assessment, and instruction responsive to students' strengths and needs. Specific field-based experience may be required.
XII.	Learning Outcomes	1. <i>Knowledge:</i> Students will be able to identify the characteristics, strengths, and needs (including assistive technology) of students with low incidence disabilities, including autism,

		<p>intellectual disabilities, visual/auditory/orthopedic impairments, traumatic brain injury, multiple disabilities, deaf-blindness.</p> <p>2. <i>Planning</i>: Students will be able to plan meaningful and challenging instruction for students with low incidence disabilities in academics, functional, social, and transition skills (e.g., self-determination, vocational).</p> <p>3. <i>Instruction</i>: Students will be able to select, adapt, and use a variety of general and specialized curricula, evidence-based instructional strategies, and high-leverage practices targeting the strengths and needs of students with low incidence disabilities.</p> <p>4. <i>Field-based Experience and Reflection</i>: Students will observe three hours of instruction in public school settings, reflecting on the implementation of high-leverage practices for students with low incidence disabilities.</p>
XIII.	<p>Texas Education Agency (TEA)</p> <p>Pk-12 Special Education</p>	<p><b>Focus Standards:</b></p> <p>IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities</p> <p>VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.</p> <p><b>Supporting Standards:</b></p> <p>VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</p> <p>VIII: The special education teacher understands assistive technology as defined by state and federal regulations.</p> <p>IX: The special education teacher understands and applies knowledge of transition issues and procedures across the lifespan.</p> <p>XI: The special education teacher promotes students' performance in English language arts and reading.</p> <p>XII: The special education teacher promotes students' performance in mathematics.</p>
XIV.	<p>Council for Exceptional Children (CEC) Initial Preparation Standards</p>	<p><b>Focus Standards:</b></p> <p>3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>

		<p>5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p><b>Supporting Standards:</b></p> <p>1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>
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### XV. Course Results

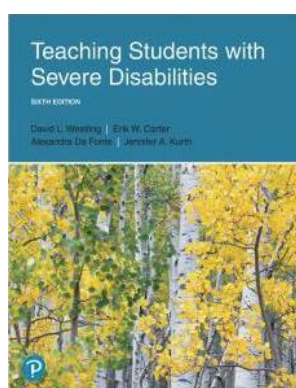
Learning Outcome	Related Standard(s)	Assignments
1. <i>Knowledge:</i> Students will be able to identify the characteristics, strengths, and needs (including assistive technology) of students with low incidence disabilities, including autism, intellectual disabilities, visual/auditory/orthopedic impairments, traumatic brain injury, multiple disabilities, deaf-blindness.	TEA IV, VIII CEC 1.0	Online Modules Discussion Board
2. <i>Planning:</i> Students will be able to plan meaningful and challenging instruction for students with low incidence disabilities in academics, functional, social, and transition skills (e.g., self-determination, vocational).	TEA VI, VII, IX, XI, XII CEC 1.0, 3.0	Intervention Plan Discussion Board Online Modules
3. <i>Instruction:</i> Students will be able to select, adapt, and use a variety of general and specialized curricula, evidence-based instructional strategies, and high-leverage practices targeting the strengths and needs of students with low incidence disabilities.	TEA VI, IX, XI, XII CEC 3.0, 5.0	Intervention Plan Discussion Board Online Modules
4. <i>Field-based Experience: Field-based Experience and Reflection:</i> Students will observe three	TEA IV, VI, X, XI, XII CEC 1.0, 3.0, 5.0	Field-based Experience Log and Reflection

hours of instruction in public school settings, reflecting on the implementation of high-leverage practices for students with low incidence disabilities.		
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## XVI. Course Materials

### a. Required Textbook

Westling, D. L., Carter, E. W., Da Fonte, A., & Kurth, J. A. (2021). *Teaching students with severe disabilities* (6<sup>th</sup> ed.). Pearson.



## XVII. Assignments & Rubrics

1. **In-Class Participation (40 points, 5 points per class)**
  - a. Attendance is required in this course. Students will participate in class discussions and activities based on the week's topic. Students can receive up to 5 points for each class (5 points are free for July 4<sup>th</sup> as no class will be held).
2. **Discussion Board (online; 40 points, 10 points per discussion)**
  - a. Students will respond to four discussion questions on Blackboard throughout the semester, referring to the textbook readings for the week. Students must submit an original post and two response posts to classmates.
    - i. DQ 1
    - ii. DQ 2
    - iii. DQ 3
    - iv. DQ 4
3. **Online Modules (online, 40 points; 10 points per module)**
  - a. Students will complete four online modules throughout the semester and post evidence of completion to Blackboard.

**\*Module 1 (Due June 15, 2023, by 5:00pm)**

**Establishing Clear Expectations: Academic**

[https://ecampus.esc13.net/show\\_class\\_info.html?classid=38692](https://ecampus.esc13.net/show_class_info.html?classid=38692)

**\* Module 2 (Due June 22, 2023, by 5:00pm)**

**Borrow From the Special Educator's Toolbox**

[https://ecampus.esc13.net/show\\_class\\_info.html?classid=38842](https://ecampus.esc13.net/show_class_info.html?classid=38842)

**Module 3 (Due June 29, 2023, by 5:00pm)**

**Develop a Plan to Address Challenging Behavior**

[https://ecampus.esc13.net/show\\_class\\_info.html?classid=38841](https://ecampus.esc13.net/show_class_info.html?classid=38841)

**Module 4 (Due July 6, 2023, by 5:00pm)**

**Supporting a Successful Transition to Adulthood for Students with Autism**

[https://ecampus.esc13.net/catalog.html?url=/show\\_class\\_info.html%3Fclassid%3D42833](https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D42833)

4. Field-Based Experience Log and Reflection (40 points)
  - a. Students must complete three hours of field-based experience observing the instruction of students with low incidence disabilities in EC-12 public school settings. Students must complete the log and reflection questions provided on Blackboard.
  
5. Intervention Plan (40 points)
  - a. Students must create a four-week (twenty day) intervention plan for a student with a low incidence disability. The intervention plan will address an academic, social or behavioral, and functional need. The intervention plan must a description of the student and their current strengths and needs. Then, it must include 16 daily learning objectives (Monday-Thursday) with a description each day's 30-minute one-on-one intervention (must incorporate evidence-based practices/materials). Finally, it must also include 4 weekly measurable goals (Fridays) with the progress monitoring assessment provided (e.g., reading fluency CBM, skill task analysis checklist, behavior observation tool). Week four of the plan will be presented on the FINAL day of class.

Day 1 LO + Description	Day 2 LO + Description	Day 3 LO + Description	Day 4 LO + Description	Goal 1 Functional
Day 6 LO + Description	Day 7 LO + Description	Day 8 LO + Description	Day 9 LO + Description	Goal 2 Academic
Day 11 LO + Description	Day 12 LO + Description	Day 13 LO + Description	Day 14 LO + Description	Goal 3 Social/Behavioral
Day 16 LO + Description	Day 17 LO + Description	Day 18 LO + Description	Day 19 LO + Description	Goal 4 Your Choice (Present for Final)

## XVIII. Schedule

Week (Date s)	Topic	Course Materials	Assignments/Exam
Day 1 June 13 <sup>th</sup>	Syllabus/Course Introduction		
Day 2 June 15 <sup>th</sup>	Low Incidence Disabilities	Chp 1-3	Discussion Board 1 Online Module 1
Day 3 June 20 <sup>th</sup>	Assessment and Collaboration	Chp 4-6	
Day 4 June 22 <sup>nd</sup>	Functional and Communication Skills	Chp 7-9	Discussion Board 2 Online Module 2 <b>NO IN-PERSON CLASS:</b> <b>Augmentative and Alternative Communication and the Autism Spectrum (AAC)</b> <a href="https://ecampus.esc13.net/show_class_info.html?classid=40476">https://ecampus.esc13.net/show_class_info.html?classid=40476</a> <b>(Complete Module by 5:00pm June 29)</b>
Day 5 June 27 <sup>th</sup>	Social, Emotional, Behavioral Skills	Chp 10-12	
Day 6 June 29 <sup>th</sup>	Academic Skills and Inclusion	Chp 13-15	Discussion Board 3 Online Module 3
No Class July 4 <sup>th</sup> Holiday			
Day 7 July 6 <sup>th</sup>	Transition and Self-Determination Skills	Chp 16-17	Discussion Board 4 Online Module 4 Field Experience Log & Reflection Intervention Plan

## XIX. Grading Scale

Points	Percentage	Grade
180-200	90-100	A
160-179	80-89.5	B
140-169	70-79.5	C
120-139	60-69.5	D
<119	0-59.5	F

## XX. Course Policies & University Resources

**Academic Honesty:** Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive no credit. To read UTEP's policies, visit the Office of Student Conduct and Conflict Resolution's website on Academic Integrity and Scholastic Dishonesty at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

### Attendance/Participation:

**Center for Accommodations and Support Services:** All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services (CASS) at (915) 747-5148. Evaluation services are also available. CASS is located in the Union East, Room 106. For more information and to access their Online Portal, visit their website at [www.utep.edu/student-affairs/cass/](http://www.utep.edu/student-affairs/cass/)

**Counseling and Psychological Services:** UTEP provides confidential counseling and psychological services (CAPS) related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at [caps@utep.edu](mailto:caps@utep.edu) or (915) 747-5302 or visit their website at <https://www.utep.edu/student-affairs/counsel/counseling-services/>

**Field-Based Experience:** This course requires 3 hours of field-based experience. Students must document time spent observing with detailed notes and signatures from the UTEP instructor and cooperating teacher. Students must complete a written reflection, responding to the questions provided in the syllabus. Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience prior to clinical student teaching or internship. The field-based experience for this course applies to these TAC requirements. However, all students must complete 3 hours field-based experience to meet requirements for this class, regardless of if they have already met the 30 hour requirements or if they do not plan on entering student teaching or internship.

### Late or Missing Work:

**Netiquette:** Appropriate online etiquette or netiquette is required for this course to ensure a safe environment for all. Visit UTEP's Center for Instructional Design for more information, university guidelines, and information for online course netiquette at <https://www.utep.edu/extendeduniversity/cid/faculty-resources/bsonetiquette.html>

**Technology:** A computer with internet connection, video, and audio capabilities is necessary for this course. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at <https://www.utep.edu/technologysupport/> Or contact the library at [ask@utep.libanswers.com](mailto:ask@utep.libanswers.com) or call (915) 747-5643.

**Tutoring/Writing Center:** For tutoring or support, contact [mlctutor@utep.edu](mailto:mlctutor@utep.edu) or call (915) 747-6008 for tutoring or [uwctutors@utep.edu](mailto:uwctutors@utep.edu) for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at <https://www.utep.edu/mlc/> or [www.utep.edu/uwc](http://www.utep.edu/uwc)

## XXI. Appendix

## Field-Based Experience and Reflection Form

Student Information	Student Name:	
	Email Address:	
	Student 800#:	
Course Information	Course # (e.g., SPED 3310): SPED 3340 Teaching Students with Low Incidence Disabilities	
	Course CRN: 31549	
	Instructor Name: Katherine Wellborn	
Observation Location	District Name:	
	School Name:	
	Classroom #: El Paso Community College (Summer Program for MS/HS Students)	
Observation Notes	Teacher Says/Does (e.g., T asks S's if they are ready to read)	Students Say/Do (e.g., all S's give thumbs up)
Date:		
Time Frame		
Date:		
Time Frame:		
Date:		
Time Frame:		



Post-Observation Reflection (write at least one paragraph per question):	
1. What were the learning objectives and how well did students meet them?	
2. Describe the teacher's instructional strategies and materials.	
3. Describe the learning environment and level of student engagement with the lesson.	
4. What connections did you make between the instruction you observed and what you learned in class?	
UTEP Student (Print Name)	
Signature	Date
UTEP Instructor (Print Name) Katherine Wellborn	
Signature:	Date:
Public School Instructor (Print Name)	
Signature	Date